

Tamborine Mountain State High School



Junior Assessment Policy 2023

Junior Curriculum Year 7 - 9

Tamborine Mountain State High School Junior Secondary (Year 7 – 9) focuses on age-appropriate education in a supportive, safe environment. Staff continually refresh curriculum delivery to ensure students have rigorous, balanced and progressive learning options.

Junior Assessment

Assessment is an integral part of the school curriculum. It assists in the development of important skills and assists teachers in monitoring the progress of students and adjusting learning programs to ensure all students have an opportunity to achieve the intended outcomes and reporting student achievement. Assessment varies in nature from subject to subject. It can take the form of assignments, projects, oral presentations, examinations, experiments, practical demonstrations and performances.

Calendar

At the beginning of each semester, students will be given an assessment calendar. This is a guide as to when assessment will occur for each subject. This calendar will enable students to adequately plan for assessment. Dates and the weightings for all assessment items are clearly outlined on the calendar for all subjects. Students are encouraged to record these dates in Outlook.

It is the student's responsibility to ensure all assessment items are submitted on or by the due date.

Assessment Task Sheets

The following information will be included on assessment task sheets:

- clear and specific statement of task
- details of time allocations for work completion in-class
- clear definitions of parameters such as length, structure, time and method of presentation
- preliminary due date and final due date
- expectations of work requirements/standards to be met for monitoring
- weighting for different sections, if applicable
- literacy strategies
- numeracy strategies.
- General Capabilities (Australian Curriculum Icons):
 - ICT Capability
 - Critical and Creative Thinking
 - Personal and Social Capability
 - Ethical Behaviour
 - Intercultural Understanding.
- Cognitive Verbs. When reading a task sheet you will find reference to this term e.g. explain, analyse, evaluate, demonstrate etc.
- marking criteria

- weighting or function in the assessment program (if applicable)
- ownership declaration.

Assessment Preparation

Sufficient in-class time under teacher supervision will be allocated to allow students the opportunity to understand the requirements of the task and to develop the task. Where appropriate, in-class time will be given to the completion of the task.

When completing a task students need to ensure that:

- all work is their own
- sufficient time is allowed to plan, research, write, rewrite and present a final submission
- work required for sighting on monitoring dates is complete
- submission takes place on or before 4.00 pm on the Thursday of the week due
- scripts of orals need to be submitted on the due date and at the designated lesson
- orals are to be presented during the scheduled class on the due date
- teachers and Heads of Departments have been advised prior to the due date of circumstances that prevent submission. The assignment extension process has been followed.
- a receipt is received for any assignment submitted through Student Services.

Assistive Technology and Support

Students who have been identified as candidates for the use of assistive technology or extra support will be assessed as per standard criteria.

Assistive technology may include iPad; scribe pens; e-platforms; laptops and specific software. Support may include extra time; verbalised responses; scaffolded criteria and a scribe.

Preliminary Grade and Feedback

Preliminary grade and feedback is an important part of the learning process. Preliminary marked work will be returned to students with constructive comments clearly outlining areas of strength and improvement (annotated) and an overall preliminary grade against criteria. Staff have two weeks (10 working days) to return the preliminary feedback/grades.

Assessment Process (sample) – See Appendix I Flowchart

Week 1 – Assessment distributed

Week 3 – Monitoring (feedback)

Week 5 – Preliminary due date (feedback and grade)

Week 8 – Re-submission (result)

Monitoring – Students – See Appendix 2 Flowchart

On the preliminary due date for an assignment, the teacher will review each student's progress on the assessment item and provide feedback and a preliminary grade against criteria. Any student who, at the preliminary grade stage has made insufficient progress or whose standard of work is not appropriate will be referred to the lunchtime monitoring room. This room is designed to provide a form of compulsory time management.

The student is required to report to this room from 11:10 am daily until their assignment is of the appropriate standard to be “cleared” by the subject teacher. Each student who is required to report to the lunchtime monitoring room is given a reminder through form class/parade.

Students must report to the monitoring room regardless of whether the referral has been sighted by students through form class/parade, as students are advised during subject class. Parents/Caregivers are texted/emailed this information.

It is the student’s responsibility to report to the monitoring room until their work has been approved “cleared” by the relevant teacher. Monitoring work must be cleared with the teacher prior to the commencement of form class.

Failure to report to the monitoring room will result in further disciplinary consequences e.g. Weekly Withdrawal Room (WWR) for completion of workbooks, completion of monitoring work, suspension. Parents/caregivers will be notified through text message or email.

Monitoring - Teachers

Teachers are required to provide a list of students who are to attend the monitoring room by 1.30 pm the day after the preliminary feedback and grade is returned. Students must be advised.

Parents/Caregivers

All effort is made to contact parents/caregivers when their child is referred to the monitoring room thereby allowing parents/caregivers to encourage their child to give additional effort to the assessment task prior to the final due date. Each student, when referred, has a text notification forwarded to their parent/caregiver. See Assessment Process, Monitoring Room Process and Weekly Withdrawal Room Flowcharts.

Assessment/Drafting Expectations

Assessment

Year 7 – 9 – 2 pieces per semester

Drafts

Year 7 – 9 ‘monitoring’ drafts (10 days turn around)

Late Submissions

The late submission of any assessment item on the final due date is regarded as a very serious matter. The submission of an assessment item past the advertised final due date will result in the following action:

Year 7 – 9

- The student will be given the preliminary result for the assessment task.
- The student will be required to remain after school in the Assignment Room for two hours to complete fully the assessment task to a satisfactory level.

It is important to note that if a student leaves an assessment item at home, they are required to contact parents/caregiver to deliver it to the school. Submission the next day would be regarded as a late submission. In all instances parents/caregivers are contacted if their child submits a piece of assessment late. This notification is via text message.

Failure of electronic equipment is also not an acceptable reason for late submission. Students are encouraged to keep back-up copies and drafts.

Extensions

A number of situations can occur where a piece of assessment cannot be submitted/performed on the due date. The Head of Department will grant an extension where exceptional circumstances exist. For example:

- Extended absence due to illness, supported by a medical certificate.
- Absence due to illness or bereavement or other special circumstances on the due date, supported by parental communication.
- Student is physically unable to participate due to an injury.
- Student has been suspended.

Invalid reasons for an extension –

- Work or sporting commitments.
- Assistance with everyday household responsibilities.
- Lost or faulty technological device including USB.
- Family holiday.
- Teacher absence.

The Head of Department (HOD) is the only staff member who can grant an extension. Draft work or work completed up to the seeking of an extension should be sighted at the time that the extension is requested.

Extensions should be sought at least two (2) days prior to the due date, where possible. It is the discretion of the HOD as to whether an extension is granted. Each case will be considered on its merit. Students should continue to work on the assessment item as per the due date until advised by the Head of Department. The specific details or conditions for the new due date will then be written on the relevant criteria sheet.

Traineeships and Apprenticeships

Students on traineeships and apprenticeships must submit required assessment on the first day after their scheduled work day.

Absences

If a student is absent on the day a submission deadline they are required to follow the procedure below.

Tests and Examinations

- A parent/caregiver should call or send note to Student Services to explain the exceptional circumstances e.g. emergency, family bereavement prior to the test.

The student will then be required to complete the same or similar test on their return to school. It is the student's responsibility to complete the test at the time arranged by the Head of Department.

Emergent situations will be managed by the Administration.

If the above procedures are not followed, a result cannot be credited towards a level of achievement for that subject or for the completion of course requirements.

Orals

- Students are to be offered the opportunity to submit 'Live' or 'Pre-recorded' orals in all subjects.
- If electing to submit a 'Pre-recorded' oral it must be submitted in MP4 form and saved to Submissions (S) Drive prior to the beginning of the first lesson of presentations (on the due date).
- Where the option of 'Live' or 'Pre-recorded' is available and the student fails to submit to Submissions (S) Drive prior to the beginning of the first lesson of presentations (on the due date), this mandates the student has chosen to complete a 'Live' presentation.
- A hard copy script of any 'Live' or 'Pre-recorded' oral must be submitted on due date.
- Students who refuse to complete orals on due date are required to sign a piece of paper indicating they are refusing to complete oral.
- Consequence for non-presentation is two hours after school.

Preparation Schedule

To ensure equity, names are to be drawn randomly ("out of a hat") following each speech so that all students are prepared for every lesson during the presentation lessons. Specific dates may be given to individual students where appropriate.

On the final due date of the oral presentation, all students are required to submit their script.

Non-Submission of Script

- If a student does not submit a script, they will receive two hours after-school. The student will then make their presentation at the beginning of the oral assessment period. The student's name will be recorded on the overdue assignment log (oral – script).

Non-Presentation of Orals

- The student's name will be recorded on the overdue assignment log (oral – presentation). The student will be required to complete the oral to a satisfactory effort under the supervision of the Principal. Any consequences will be determined by the Principal in consultation with the Head of Department.

Legitimate Absence

- The script, criteria sheet and any visual aids are to be given to teacher the next day.

Assignments - Written and Spoken

If a student is absent from school on the preliminary due date (Thursday) or the final due date:

- The written assignment or oral script should be sent to school with a friend/sibling/parent/caregiver, clearly indicating the teacher's name. The assignment/script should be submitted to Student Services by 4:00pm.

Alternatively, the assignment may be emailed (Absences@tamborinemtnshs.eq.edu.au).

- Parents/caregivers should contact the Principal or a Deputy Principal about emergent situations.

- The provision of a note from parents/caregivers explaining the absence on the day is sufficient.
- The assignment should be submitted on the student's first day of return to school. Even if the student does not have the subject on the day they return to school, they must still submit the assignment. Failure to submit the assignment on the first day of return will be regarded as a late submission.

Note: The assignment must be presented on the first day back at school.

Reporting

Reporting is an integral part of the teaching and learning process. Reporting is undertaken in a number of ways including:

- Informal discussions - parents and teacher
- Formal meetings - academic/ progress
- Parent/Teacher interviews
- Communication to students and parents/caregivers from teachers
- Feedback and marks for all assessment items
- Progress Reports - Terms 1 and 2
- End Semester/Year Reports.

Academic reports reflect the depth and breadth of learning that has taken place in a range of subjects and indicate the progress or achievement students have attained over the course of a particular year. Course completion is comprised of both summative and formative assessment. It is anticipated to achieve course completion; students will need to complete all summative and formative work for the subject.

Department of Education defines chronic absentee as a student who has less than 85% attendance. To achieve higher than 85% attendance, students need to aim at less than 10 days absent per semester. In such instances a student may not cover all the mandated formative and summative assessment to achieve course completion – an N may be recorded on the report card in these instances. It is important to note a medical certificate does not exempt a student from the need to meet the majority of formative/summative work for course completion.

If a student is experiencing chronic absenteeism which is impacting course completion, support options are available – please contact the school administration to discuss these options.

- Variable Progression – completion of year level over an extended period of time.
- Reduction in subject load.
- Short-term part-time attendance program.
- Attendance on Wednesday (Year 9) to participate in catch-up tutorial program.
- Attendance at after-school tutorial sessions.
- Delayed printing or re-print of semester report card after extended time to catch-up missed formative and summative work.

Reports are official documents issued by Tamborine Mountain State High School.

Cheating

Cheating is a serious infringement. Suspected instances of cheating will be referred to the relevant Head of Department. An investigation will be undertaken to determine the level of intent of each participant.

Cheating includes:

- copying another student's work
- plagiarism
- sharing assignment and other research work/results
- breaching conditions of an examination
- duplicating the same work for different assessment items
- colluding by allowing work to be copied by another student
- fabricating data by citing fake data or research
- using unauthorized notes in an exam
- sharing answers in examinations
- excessive in-put by another person
- using assistive digital devices (iPhones, iPods, ear phones, smart watches etc)
- sharing information about an exam/assessment

Consequences for cheating may include:

- completion of referencing workbooks
- an **E** result/graded to point of discretion
- Saturday detention
- suspension/exclusion
- community service
- withdrawal from subject.

Plagiarism

Student work will be deemed to be plagiarised if it contains:

- a) text, images, or audio/visual content that has come from another source and has not been referenced
- b) work that can be demonstrated to be the work of another person or that it is a copy of another person's work
- c) work that is claimed to be student's own original work that can be demonstrated to be **not** the student's work, for example an essay that shows a literacy level significantly higher than that normally demonstrated by the student.

Students will be given every opportunity to demonstrate or prove authorship and ownership of work. If a student has had parental help or tutoring from sources outside of the school, then this work does not constitute the student's original work and thus must be referenced appropriately if it is not to be treated as plagiarism.

Ownership Declaration

Where original student work is a requirement of the assessment item, the assessment item will have a cover sheet, which contains the paragraph:

This work is the original work of the student indicated below. Except where referenced or otherwise indicated, the student claims ownership and authorship of all work. (Falsely claiming ownership of other people's work is in violation of the Copyright Act)

Student _____

Date ___/___/___

At preliminary due date

Where plagiarism is detected or suspected:

- A clear indication on the monitoring submission must be made to show where the suspected or detected plagiarism occurs.
- The student must be informed clearly (verbal or written) of the teacher's concerns with regard to ownership of indicated sections.

At final due date

Where plagiarism is detected or suspected:

- The student will be interviewed and given an opportunity to prove ownership or explain how the incident of plagiarism occurred.

When the teacher and Head of Department have evidence to indicate plagiarism in an assessment task, the student grade at the preliminary due date (removing the plagiarism parts) will be awarded as the assessment result. The Head of Department in consultation with the Administration will then determine whether selective updating is available and/or appropriate and whether further consequences need to be applied.

- ¹ Material is considered to be referenced, if there exists within the body of work a logical and consistent means of determining the sources of all materials that are not the original work of the student. The recommended system is the "Harvard Reference System" see:
 - <http://www.library.uwa.edu.au/guides/citingsources/harvard.html>
 - <http://lisweb.curtin.edu.au/guides/handouts/harvard.html>

Student Instructions for Examination

Students are:

- Phones, electronic devices, smart watches etc., are not permitted and are to be submitted to Student Services.
- To bring only permitted equipment (pens, pencils, ruler, calculator, special permitted equipment) into exam room. All other equipment is to be left in their bag outside the room. In particular, no reading material is to be brought into the examination room and no reading material will be supplied by the teacher.
- To remain silent after entering the room.
- School jackets to be placed on chair back.
- Not to communicate verbally or non-verbally with any other student.
- Not to borrow equipment from any other student.
- To stand/raise their hand if they have a question.
- Not to ask for assistance in interpreting the exam.

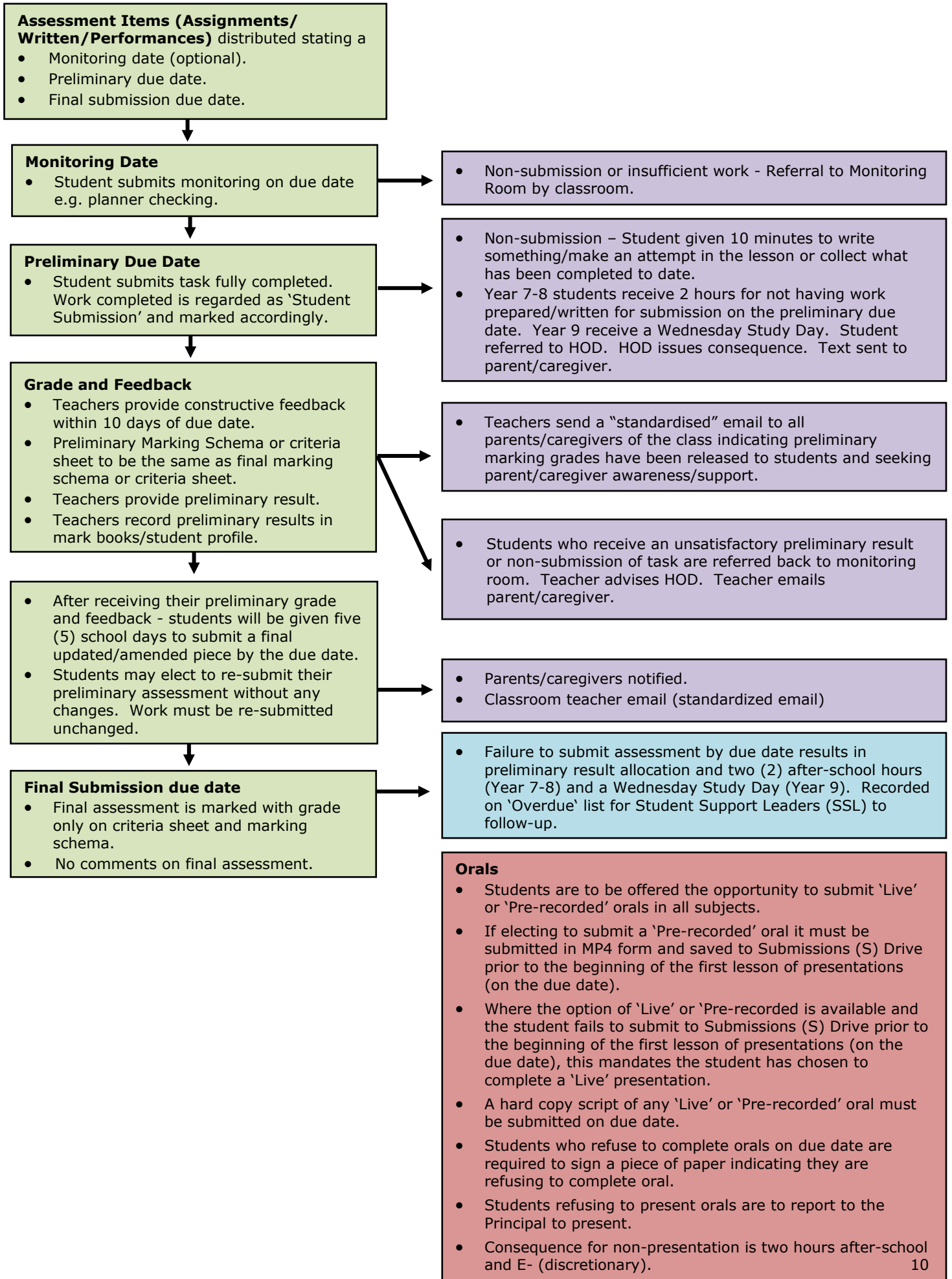
- To report any apparent serious errors in their examination paper.
- Not to write during perusal (unless instructed otherwise).
- To cover their work.
- To behave in a manner that is completely free of suspicion. No talking, gestures or looking at other students' work.
- To stand/raise their hand if they wish to go to the toilet. Students will only be permitted to go to the toilet one at a time. Students will be issued with a "permission to leave" pass.
- To remain in the room until the finish of the time of the exam. Stay silent. Do not communicate in any way with any other student.
- When the supervisor indicates time is up, students are to finish writing as directed.
- The teacher will collect papers from each desk at the end of the exam time (or as otherwise directed).
- To leave quietly when directed.

Action Taken for Breaches of Examination Rules

1. Students behaving suspiciously or whose behaviour is inconsiderate of others, will be warned by the teacher.
2. Students who continue to behave suspiciously or who are believed to be cheating will have their paper signed by the supervising teacher at the place on the paper on which they were working. They will be removed to a separate, more isolated location to continue their paper. The teacher and Head of Department will discuss penalties. Students and parents/caregivers will be advised of the outcome.

ASSESSMENT PROCESS

Year 7 - 9



MONITORING ROOM PROCESS

Year 7 – 9

Students who have not submitted sufficient work to meet monitoring expectations are referred to the Monitoring Room.

Overview

- Teacher creates referral list after checking draft assessment work. Teacher informs student they are in the monitoring room as at the next school day subject to the student response to the agreed grace period. (First lunch each day commencing at 11:10 am → 25 minutes duration, allowing time for lunch/toilet beforehand.)
- Each student is given a second chance (overnight grace period after informed by teacher) before needing to attend the Monitoring Room. During this time students can complete the outstanding work and submit to their teacher. Their teacher will delay referral to Monitoring Room until work has been reviewed. If unacceptable student will still be required to attend the monitoring room. A student who fails to catch up or submit work for review is still required to attend the monitoring room.
- Monitoring Room text message sent to parent/caregiver by Student Services at 3.30 pm.
- Student remains in Monitoring Room until cleared by teacher based on sufficient work completed.
- Students are reminded in form each day if they are required to attend the monitoring room that day.
- If student is absent, student must hand in work on first day they return, they will still be referred to monitoring room. Students can email work on the draft due back date to avoid referral to monitoring room. Email HOD/Teacher for extension or produce a medical certificate – this means no referral to monitoring room.
- If a student is in the monitoring room and wants to be cleared, they need to submit the completed work to their teacher. From the time the student submits the work for review, the teacher has 2 full days to review work and determine if cleared. Students are expected to still attend monitoring room in that time.
- SSL's seeking clarification will use a proforma that states
 - Student work checked and is up-to-date → cleared.
 - Student work checked and is not up-to-date → remains in monitoring room.
 - Student has submitted work – still in 48-hour review period → not cleared and needs to still attend monitoring room.
 - Student has not submitted any work and should still be in monitoring room and student was told they were in monitoring room and ID Attend (text sent home via office).

- Student completes Monitoring Room Referral
- or
- Student 'cleared' from the Monitoring Room by teacher.

• No further action

- Student fails to show to the Monitoring Room but has a valid reason.

• No further action

- Student fails to show to Monitoring Room with no valid reason for not going.

Years 7 – 8

- First No-Show → Student receives written signed warning, a copy placed on OneSchool.
 - ❖ Text sent to parent/caregiver. Student given overnight (second chance) to complete outstanding work and get signed out.
 - ❖ Consequence if not signed out by next day is referral to the Weekly Withdrawal Room.
- Second No-Show → Student receives written signed warning, a copy placed on OneSchool.
 - ❖ Text sent to parent/caregiver. Student given overnight (second chance) to complete outstanding work and get signed out.
 - ❖ Consequence if not signed out by next day is referral to the Weekly Withdrawal Room.
- Third No-Show → Student receives written signed warning, a copy placed on OneSchool.
 - ❖ Text sent to parent/caregiver. Student given overnight grace period to catch-up outstanding work and be cleared from the Monitoring Room.
 - ❖ Consequence if not signed out by next day. Loss of first and second lunch breaks for 2 weeks in Support Hub or until signed out of the Monitoring Room. Text sent to parent/caregiver. A student peer leader will be allocated and attend the Support Hub each break to support the student (1-1) and ensure outstanding work is caught up.
- Fourth No-Show → Student receives written signed warning, a copy placed on OneSchool.
 - ❖ Text sent to parent/caregiver. Student given overnight grace period to catch-up outstanding work and be cleared from the Monitoring Room.
 - ❖ Consequence if not signed out by next day. Loss of first and second lunch breaks for 2 weeks in Support Hub or until signed out of the Monitoring Room. Text sent to parent/caregiver. A student peer leader will be allocated and attend the Support Hub each break to support the student (1-1) and ensure outstanding work is caught up.
- Fifth No-Show → Student receives written signed warning, a copy placed on OneSchool.
 - ❖ No consequence if signed out by next day. Student given overnight grace period. Text sent to parent/caregiver.
 - ❖ Consequence if not signed out by next day is a 3 day suspension.
- Sixth No-Show → Referred for Monitoring Room Case Management by Principal or Deputy Principal.
 - ❖ All subsequent Monitoring Room no shows – SSL to refer to Administration Case Manager.
 - ❖ Personalised learning plan developed through District Office Behavioural Support Unit.
 - ❖ Student mandated weekly lunchtime Guidance Officer appointments.
 - ❖ Twice weekly parent/caregiver meetings to plan and partner for success.
 - ❖ Teacher engagement in plan.
 - ❖ Peer leader mentoring both breaks daily.

Year 9 (Year 9 transitioning to tighter rules similar to Year 10 – 12)

- First No-Show → loss of one Wednesday Study Day.
- Second No-Show → loss of two Wednesday Study Days.
- Third No-Show → loss of first and second lunch breaks for 2 weeks in Support Hub or until signed out of Monitoring Room.
- Fourth No Show → one Saturday Detentions.
- Fifth No Show → two Saturday Detentions.
- Sixth No Show → cancellation of enrolment process initiated.

WEEKLY WITHDRAWAL ROOM (WWR)

- Weekly Withdrawal Room (WWR) operates for Year 7 – 8 during school time.
- WWR operates from the SSL Centre.
- Students referred to WWR are withdrawn for one (1) full school day and do not attend normal scheduled classes.
- WWR operates on different days each week.
- Each student's allocation to the WWR occurs in consultation with classroom teachers. Withdrawal occurs on the next scheduled withdrawal day.
- Student undertakes supervised booklet completion during the day in WWR. Students do not use technology during the WWR day.
- Room operates in silence and students are seated at separate cubicle booths.
- Students have different recess times. Access to tuckshop is available but is supervised and lunchtime socialization is limited. Lunch hours do occur outside and opportunities for physical activity exists..
- Misbehaviour or disobedience while in the WWR may result in suspension.
- Parents/Caregivers are notified by text of student's referral to WWR in advance of the scheduled day of attendance in WWR.
- Referral to WWR involves an alternative school program inclusive of different supervised lunch hours.
- Students referred to WWR as a result of accumulated after-school hours clear three (3) hours per full day in the WWR.